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# Bulletin

OFFICE OF TRAINING  
MARCH • 1963

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**IN THIS ISSUE.....**

There's a story with a moral on page 8... If you have always wanted a chance to "pay back" your favorite teacher, see page 14... Two forms of non-OTR training are discussed in articles in this issue: the off-campus program on page 18, and the whole field of external training beginning on page 21... There is news about language training this month: see page 1 for the latest from the OTR Language and Area School, and the External Programs section for FSI and university language courses...

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# BULLETIN

## BOARD

**OTR** The language class schedule in the Course Schedules  
**LANGUAGE** section of the BULLETIN is intended only to indicate  
**COURSES** those classes for which there have been continuing  
demands. It does not indicate the total capabilities  
of the Language and Area School. In addition, in-  
struction can be arranged in the following languages:

Bulgarian	Lithuanian
Czech	Latvian
Danish	Polish
Estonian	Portuguese
Greek	Serbo-Croatian
Hungarian	Swedish
Japanese	Turkish
Korean	Uzbek
Lingala	

These represent current capabilities and may change  
from time to time. Other capabilities can be acquired  
if there is a demand for instruction in other languages.  
The Language and Area School will attempt to meet  
all requirements for language training which schedul-  
ing and instructor availability permit. Inquiries con-  
cerning non-scheduled instruction should be addressed  
to LAS, extension 2873.

Although training in organized classes is generally  
the most professional and economical method of

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meeting requirements, tutorial instruction can be arranged to meet special requirements of security, scheduling, or other considerations.

Other opportunities for those interested in language study outside of normal duty hours exist in the Voluntary Language Training Program. Classes are given regularly in Chinese, French, German, Italian, Russian, and Spanish. VLTP instruction is also available in other languages as listed above, dependent on a sufficient demand (normally five or more applicants) and availability of instructor. Those planning to enroll in the VLTP are reminded that completion of the Foreign Language Aptitude Test is required for all new students, and that the Agency proficiency test in the language you want to study is required for entrance at the intermediate and seminar levels. Address questions on registration to the Registrar Staff, extension 5517. Inquiries on placement above the beginning level should be referred to the Language and Area School, extension 2470.

**AREA  
STUDIES --  
AMERICANS  
ABROAD  
ORIENTATION**

The Americans Abroad Orientation is a series of briefings given, on request, to Agency employees and adult dependents who have been assigned to a particular foreign post for the first time. The aim of the briefings is to prepare them for residence or travel in a general area and in the country where they are assigned, and to alert them to the opportunities and problems which will affect their performance in their assignment. Briefings deal with the Americans-abroad "problem" and its implications for the employee, the dependent, and the Agency; offer practical advice on everyday working and living in the area; present significant information on the area and its importance to the United States; and give cues for effective personal relations with local nationals, with descriptions of the people, their institutions and living conditions.

The briefings include lectures, panel discussions, films, slides, and selected readings. Employees and

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dependents who have recently returned from overseas assist the Area Training Staff in keeping information on conditions and local attitudes current, as well as providing specific advice based on personal experience.

The Language and Area School is prepared to give the Americans Abroad Orientation on any of the countries listed below. Arrangements for a briefing of this type on a country not listed may be made through consultation with [REDACTED] extension 3477.

25X1A

25X1A

**PRINTING SERVICES SEMINAR** The Office of Logistics has scheduled a Printing Services Seminar on 19, 20, and 21 March. Sessions will be held from 0900 to 1230 on 19 and 21 March in Room 1 E 78 Headquarters Building; on 20 March students will be given a tour of the Printing Services Division's plant. The Seminar is designed specifically for administrative personnel and persons whose

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jobs require an understanding of general printing processes, and who have the responsibility for ordering, authorizing and preparing material for printing. Responsible officers for all printing programs of Agency components are urged to participate in this Seminar.

Students enrolling in the Seminar will be expected to attend all the sessions. Transportation will be provided to the printing plant. Please submit Form No. 73 (Request for Internal Training) to the Logistics Training Officer, Room 1305 Quarters Eye. Further information concerning the program may be obtained from the Logistics Training Officer on extension 2596.

**LOGISTICS SUPPORT COURSE** The Logistics Support Course will be given 8 - 26 April. It is full-time for three weeks and will be conducted in R&S Building. The Course is conducted by the Office of Logistics and covers supply, procurement, transportation, real estate and printing services in the Agency. Lectures and study materials also deal with logistics planning, Type II station accountability, and the headquarters and overseas responsibilities of a Logistics Officer.

25X1A For additional information on the Course, call [REDACTED] TO/OL, extension 2596.  
25X1A Application (Form 73) should be sent directly to [REDACTED] in Room 1305 Quarters Eye.

**CLERICAL TESTING** Clerical Skills Qualifications Tests are given in Room GD-0405. Registration is arranged by Training Officers or Personnel Officers directly with the Clerical Refresher Training Office, extension 7854. Results of the tests are sent to Personnel Officers. The schedule for March and April follows:

11 March	9:15 A. M.	Shorthand
	1:30 P. M.	Typewriting
25 March	3:30 P. M.	Typewriting
26 March	3:30 P. M.	Shorthand
15 April	9:15 A. M.	Shorthand
	1:30 P. M.	Typewriting
29 April	3:30 P. M.	Typewriting
30 April	3:30 P. M.	Shorthand

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INTELLIGENCE The sixth Intelligence Review Course will be pres-  
REVIEW ented by the Intelligence School, OTR, 8 through 19  
COURSE April 1963.

Intelligence Review has been established to give on a full-time basis an overview of the present status of the intelligence profession, to study new developments within CIA, and to present an opportunity for the students from the various Offices to discuss their intelligence problems. In addition, a summary of recent pertinent developments within Soviet Russia and in International Communism will be given during one session. Senior officers from CIA components and other Agencies of the intelligence community will lecture on current developments and problems. Panel discussions will deal with broad areas of collection, production, and support. Both panels and lectures will be followed by scheduled discussion periods which will enable the students to participate actively. In addition, student seminar groups will choose topics for discussion and presentation.

Attendance is limited to professional officers who have at least five years duty with the Agency or equivalent experience. For further information call [REDACTED] extension 5944.

25X1A

TRAINING OFFICERS The Agency Training Record (ATR) and the Language Qualifications Register (LQR), both bi-annual publications, will be distributed about the first week in March. Each of these records will be shown by Agency component, and within each component, by Office. Questions about each may be directed to AIB, extension 5203 or 5517.

The Office of Training is in the process of revising the current version of the Catalog of Courses for use at Overseas posts. The revised text is expected to be available about the first of April. In addition to the summaries, dates of courses for 1963, and where possible, 1964, will be shown.



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It will help to expedite registration in OTR's courses if one Form 73 is submitted for each course, even in such courses as Introduction to Intelligence and Introduction to Communism.

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[REDACTED] is the new Training Officer in OSA/DDR, taking the place of [REDACTED]. His office is in Room 6B-40; his extension is 7206.

25X1A

**INTELLIGENCE  
RESEARCH  
(TECHNIQUES)**

Intelligence Research (Techniques) is given for personnel from all Agency offices. The next course is scheduled for 1 April - 26 April. It will meet each morning from 0830 to 1230 hours in Headquarters Building classrooms, and on Wednesday afternoons from 1330 to 1700 hours. Most afternoon sessions will be used for research in libraries and registers. Enrollment will be limited to 15 students.

The objective of this course is to improve the analyst's proficiency in intelligence research. It is of particular value to new DDI and DDP research analysts who need to learn about the range of facilities available to them and also about the various intelligence techniques used in the Agency. Intelligence Research (Techniques) also serves as a refresher course for senior analysts beginning work on new research jobs in the Agency. The course is also valuable for persons supporting research, such as analysts and reference librarians in the CIA Library and registers; personnel in OO Contacts Division, [REDACTED] and the [REDACTED] and collection and requirements officers.

25X1A  
STATSPEC

During the course the student will go through the following stages of the research process, applying them to a course research project.

The Analyst's Place in the National Security Structure

Intelligence Research Planning: writing terms of reference

Repositories of Information: analysts' files, libraries, and registers

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Assembly of Data by Analysts: analysts' inbox,  
use of libraries  
Intelligence Collection Programs: writing collec-  
tion requirements, capabilities of each collection  
program  
The Analytical Process: techniques and tools  
Mechanics of Report Preparation: organization,  
graphs, maps, tables, coordination

25X1A

For further information on this course, call  
[REDACTED] Intelligence Production  
Faculty, extension 5727.

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CPYRGHT

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Whether he stands in the toy-strewn world of the nursery school or presides at a graduate seminar, the teacher is fingering the reins of the future. For those who are aware of this, it is terrifying and exhilarating. Those who are insensitive can quite literally be killers of the dream. Loren Eiseley in the fifth John Dewey Lecture, "The Mind as Nature," states the case with courageous beauty: "The educator can be the withholder as well as the giver of life." Eiseley writes: "The teacher is the sculptor of the intangible future. There is no more dangerous occupation on the planet, for what we conceive as our masterpiece may appear out of time to mock us--a horrible caricature of ourselves." But, says Eiseley, the true educator fights not only for the sake of the future but "for the justification of himself, his profession, and the state of his own soul." (Frank G. Jennings in SATURDAY REVIEW, 17 November 1962)

# THE SCHOOL IN THE WOODS

(From The Cultivation of Idiosyncrasy, by Harold Benjamin.)

CPYRGHT

The wild creatures once had a school in the woods. All the animals had to take all the subjects. Swimming, running, jumping, climbing, and flying made up the required curriculum.

This was a school of no nonsense. It was a good, liberal educational institution. It gave broad general training--and instruction--and education too.

Some animals, of course, were better students than others. The squirrel, for example, got straight A's from the first in running, jumping, and climbing. He got a good passing grade, moreover, in swimming. It looked as though he would make Phi Beta Kappa in his junior year, but he had trouble with flying. Not that he was unable to fly. He could fly. He climbed to the top of tree after tree and sailed through the air to neighboring trees with ease. As he modestly observed, he was a flying squirrel by race. The teacher of flying pointed out, however, that the squirrel was always losing altitude in his gliding and insisted that he should take off in the approved fashion from the ground. Indeed, the teacher decided that the taking-off-from-the-ground unit had to be mastered first, as was logical, and so he drilled the squirrel day after day on the take-off.

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The flying teacher's practice in this case was in strict accord with the educational philosophy of the school. The teachers recognized that students would necessarily display great variations in their abilities. In the Woods Normal School, as a matter of fact, the teachers had learned a great deal about individual differences and the consequent tremendous ranges in human capacities. They set themselves doggedly, therefore, to the task of reducing these differences as best they might, that sane likenesses, safe unities, and noble conformities might prevail in the woods.

The squirrel tried hard. He tried so hard he got severe Charley horses in both hind legs, and thus crippled he became incapable even of running, jumping, or climbing. He left school a failure, and died soon thereafter of starvation, being unable to gather and store nuts. He was cheerful to the last and was much beloved by his teachers and fellow pupils. He had the highest regard for his alma mater, regretting only the peculiar incapacity which had kept him from passing the course in flying.

The snake was a promising student also. Being a combination tree-and-water snake, he was excellent in both climbing and swimming. He was also a superior runner and passed the tests in that subject with ease. But he began to show antisocial tendencies in arguments with the instructor in jumping. When he had been given the basic instruction in that subject and it came time for him to make his first jump, he coiled up and threw himself almost his full length. This was not jumping, said the teacher. It was merely striking--a snake skill--and not at all the general-education jumping which all cultivated creatures had to know.

"What kind of jumping is of any use to a snake," demanded the student, "except this kind?" Then he coiled up and struck again, or jumped, as he called it, with the beginning of a bitter sneer on his face.

The teacher of jumping remonstrated with him, tried to get him to jump properly, and used the very best

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methods taught in the more advanced demonstration schools, but the snake became more and more uncooperative. The school counselors and the principal were called in and decided to attempt to vary the snake's education by teaching him flying, but to their distress he flatly refused even to attend the preliminary classes in that subject. He did not say he was unable to fly--he merely scoffed at the notion of flying for a snake and said that he had no intention of ever bothering with the subject. The more the teachers argued with him the more he coiled and struck and sneered, and the more he sneered and coiled and struck the more bitter and introverted he became. He left school and made his living briefly as a highwayman, murdering other animals along the woods paths, until he struck at a wildcat one evening and was clawed to death for his lack of judgment. He died detested by all and mourned by none.

The eagle was a truly brilliant student. His flying was superb, his running and jumping were of the best, and he even passed the swimming test, although the teacher tried to keep him from using his wings too much. By employing his talons and beak, moreover, he could climb after a fashion and no doubt he would have been able to pass that course, too, except that he always flew to the top of the problem tree or cliff when the teacher's back was turned and sat there lazily in the sun, preening his feathers and staring arrogantly down at his fellow students climbing up the hard way. The teachers reasoned with him to no avail. He would not study climbing seriously. At first he turned aside the faculty's importunities with relatively mild wisecracks and innuendoes, but as the teachers put more pressure upon him he reacted with more and more feeling. He became very aggressive, stating harshly and boldly that he knew more about climbing than did the professor of that subject. He became very successful when he left school and he attained high position in the woods society. He was dogmatic and dictatorial, respected by all and feared by many. He became a great supporter of general education. He wanted the curriculum of his alma mater to remain just as it was, except that he believed climbing had no general cultural value and should be

replaced by some more liberal subject, like dive-bombing, which in his view, gave the student a certain general polish superior even to that given by the study of flying.

The gopher parents thought that the school was very good in most matters and that all the subjects gave excellent results if properly taught, but they wanted their children to learn digging in addition to the general education. The teachers regarded digging as a manual skill, not elevated enough for general culture. Besides, they did not know how to dig and they resisted learning such a subject.

So the gophers withdrew their children from this institution and hired a practical prairie dog to set up a private school in which an extensive course was given in digging. The prairie dog schoolmaster also taught courses in running, jumping, swimming, and climbing. He did not teach flying. He said it was an outmoded subject. Digging, a more practical subject, took its place in the curriculum. So the ducks and geese and wild turkeys and prairie chickens all scoffed at the prairie dog's school. They set up schools of their own, very much like the other schools except that the ducks and geese emphasized diving and the wild turkeys and prairie chickens gave advanced courses in evasive air tactics.

At this juncture, Old Man Coyote, who had been studying the development of education in the woods, shrewdly observed, "All these pedagogical characters are going at this business wrong end to. They look at what animals and birds--a lot of animals and birds--do and need to do. Then they put those needs and those doings into formal schoolings and try to make the little pups and cubs and fledgling fit the schoolings. It's haywire, wacky, and will never really work right."

Tom Gunn's Mule, a sour-visaged individual, ready to criticize all theories, heard Old Man Coyote's remark and demanded harshly, "If you're so smart, how would you do it?"

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"Why, I would turn the whole thing around," explained Old Man Coyote modestly.

"Turn it around?" scoffed Tom Gunn's Mule. "What d'ye mean, turn it around?"

"These school people start with things that birds and animals do--or even more often what they did some time ago," explained Old Man Coyote. "Then the teachers hammer these doings--or as much of them as they can handle and as they think high-toned enough--into schoolings, courses, curricula and subjects. Then they hammer the pups into the schoolings. It's a rough and dopey process, and the teachers have had to invent good explanations to defend it. Discipline, culture, systematic training--things like that--are what the teachers use for this purpose. I don't know what they mean and I think the teachers don't know what they mean, but I do know they make a lot of cubs and pups and fledglings mean and rough and dopey when they could and should make them good and slick and smart."

"Sure, sure," snorted Tom Gunn's Mule, "but you still haven't told me how you would do it."

"Turn it around," said Old Man Coyote. "Start with the pups. See what the pups do. Then see what the school can do for the pups. Then see what the pups and the school together can do for all the creatures in the woods. Simple--forwards instead of backwards--right end to instead of wrong end to."

Old Man Coyote turned triumphantly and started to trot away.

"Hey!" shouted Tom Gunn's Mule. "Wait! These teachers have schools now. They have to run those schools. They are practical people. Just how, specifically and precisely, would you tell them to change their schools so as to get their education right end to, as you call it?"

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Old Man Coyote patted a yawn with the back of his forepaw. "I lay down general principles," he said. "These schoolteachers have got to figure out some of the minor details themselves."

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U. S. Industry is now underwriting employee education to the tune of \$17 billion a year, according to BUSINESS IN BRIEF, a bi-monthly publication of the Chase Manhattan Bank's economic research department. Already amounting to one-quarter of the total national expenditure on education, this business investment in employees will continue to rise, the article predicts, to take care of the retraining needs of workers displaced by automation and the estimated growth of the workforce--37 per cent in the coming decade.

The Chase Manhattan report notes that the value of on-the-job training accumulated by those now in the labor force has been estimated at \$405 billion, or about two-thirds of the \$650 billion spent on their formal education. The two forms of education combined have so increased the output of the economy--and the income of those educated--as to equal a return on investment of about 10 per cent, the report points out.

A Labor Department study of New Jersey firms found that 16 per cent of the companies surveyed had formal training programs. In all, 62 per cent of all employees covered by the survey worked in companies with formal training programs of one kind or another.



## OUTSTANDING TEACHERS A NEW KIND OF REGISTER

Were you one of those fortunate students in graduate school who was exposed to an unusually effective instructor--one who was not only a scholar in his subject or field but who also had that extra instructional ability that encouraged, provoked or cajoled you into seeking knowledge then and for years thereafter? Do you know whether he is still as effective as a scholar and teacher? Do you know where he is now?

Were you lucky enough to know more than one?

Or, in the recent past, have you heard a dynamic speaker who really "knows his stuff" on a topic of Agency concern?

If so, OTR solicits your help. A register of outstanding teachers and lecturers is needed on a larger scale. We have only the beginnings of such a register--some narrative comments on lecturers and instructors gratuitously included in the reports furnished the Office of Training by employees sponsored for external training.

Since comments on academic instructors have not been specifically required of external trainees in past years the files are very sparse. On the other hand, quite a few discriminating comments have been furnished on

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individual speakers or lecturers. Indicative of the variety of subject fields and favorable word pictures represented in our files of evaluations are these:

From FSI's Mid-Career Course in Foreign Affairs:

"Professor \_\_\_\_\_ was the most outstanding speaker in the course. Although the subject matter he presented was difficult and outside the normal realm of his audience's formal training, Professor \_\_\_\_\_'s presentation was such that the response from students was most enthusiastic, indicating the intense interest generated by this speaker. . . "

From Fort Bragg's Counterinsurgency Course: "Of the military lecturers, Lt. Col. \_\_\_\_\_ did an outstanding job with regard to special warfare operations in Laos. "

From CSC's seminar in Applications of ADP to Technical libraries: "The program . . . featured one speaker from the very top ranks of science, \_\_\_\_\_, whose talk was worth the price of the whole course. . . . I would single out, in particular, the talks by \_\_\_\_\_ and \_\_\_\_\_ as examples of experience indicating new ways to use old tools -- showing that the user is often not as bound by limitations of his equipment as might be supposed. . . "

From MIT's Summer Program on Radio Astronomy: "Some, such as Dr. \_\_\_\_\_ of Yale, who lectured on Jupiter, were outstanding because of . . . "

From Michigan State's African Language and Area Studies: "Dr. \_\_\_\_\_'s presentation was excellent and he stimulated discussion which went far beyond his specialization. For example, he . . . "

From CSC's Advanced Course in Employee Development: " \_\_\_\_\_'s style, a unique combination of Socrates, old German schoolmaster, and free and easy American style exchange, would appeal to Agency groups, it would seem."

From Harvard's Advanced Management Program:

" . . . of extreme value and would be beneficial to any executive . . . Professor \_\_\_\_\_ has an amazing ability to raise issues, alternate solutions, and to pinpoint the fundamental factors involved in a problem. "

From one of Penn State's Summer Institutes: "The professor, Dr. \_\_\_\_\_, is one of the most outstanding teachers of chemical microscopy and photomicrography in the United States. "

From Brookings Institution's Conference for Federal Service Executives: " . . . I compliment the Staff (on) the heterogeneity of the speakers--the delightfully fresh approach of \_\_\_\_\_, the ebullience of \_\_\_\_\_, the frankness and practicality of \_\_\_\_\_ and Congressman \_\_\_\_\_ . "

From Brookings Institution's General Administrative Conference: " . . . were thoroughly knowledgeable in their fields, they were skilled in presentation, and were skillful in handling questions. "

From Chicago's Summer Institute in Executive Development: " For six hours, Dr. \_\_\_\_\_ wove a spell over the subject of communications unmatched by any previous treatment ever heard by the undersigned. . . He is a magnificent speaker. " "Dr. \_\_\_\_\_ was excellent. He is a man of complete courage and with an apparent limitless fund of knowledge which he used so aptly throughout. "

With the increasing demands being made on the Office of the Registrar for aid in academic counseling, the need for fuller coverage is apparent. Our few people can't know all the answers, but with your assistance our advice can be more helpful in more cases. Hence our request that you inform us of particularly qualified speakers or of stimulating scholars whose effectiveness as teachers is long lasting.

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By cooperating in this request Agency employees can benefit by the knowledge that the "best" is being sought whether (a) to present subject matter internally when an authority from outside is required, or (b) for recommending external training opportunities for employees, or (c) for providing academic counsel for employees and their dependents. Too frequently, selection and recommendation of an academic institution is made primarily on the basis of an institution's "name", or on the recollection of the reputation of a particular department, long after the teacher who gave it that reputation has departed. Many of the "outstanding" instructors are more academically mobile now than was true some years ago, and unusually effective teachers in today's market tend less and less to remain at one institution.

If you agree that establishing this register is worthwhile, please send to R/TR (Room GC-03) your nominees for inclusion in the register. No specific format is required, or presently encouraged. Please do include information sufficient to identify any outstanding teacher or lecturer with his or her special field, along with some justification supporting your nomination. Particularly helpful would be his present or recent whereabouts, if known, in terms of academic affiliation.

If further details are needed, please call the Registrar, Office of Training, on extension 5513.

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## UNIVERSITY STUDIES AT LANGLEY

The spring semester academic courses conducted by American University and George Washington University started in February and will continue until late May or early June. This semester's registration, over 150, is the largest to date.

Three significant conclusions can be drawn from an analysis of enrollments for this semester. The first is that interest in the courses is so widespread that all but nine of the principal Offices or Divisions of the Agency are represented. While only DDI personnel are represented in the AU courses, in the GWU courses

- 37% are from DDI offices
- 26% are from DDP offices
- 26% are from DDS offices
- 9% are from the O/DCI and
- 2% are from DDR offices.

Secondly, it is evident that interested Offices recognize that in requiring sponsored (overt) employees to attend these courses at Headquarters, instead of on-campus courses at a local or out-of-town university, they are saving Agency money and employee time. The enrollment data below also suggest that Agency sponsorship is operating on a selective basis.

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<u>GWU Courses</u>	<u>Total Enrolled</u>	<u>Number Sponsored</u>
Government of the United States	26	0
European Civilization	18	0
Principles of Statistical Methods	14	9
Far Eastern Politics	12	3
American Literature	12	0
The Soviet Union	10	2
Principles of Economics	10	6
English Composition	8	0
	<hr/> 110	<hr/> 20

AU Courses

Intermediate Economic Theory	18	14
Quantitative Economic Analysis	13	13
Equilibrium Analysis II	13	12
	<hr/> 44	<hr/> 39

It is noteworthy that more than 80% of the enrollees in the GWU courses are doing this at their own expense; and that in the introductory courses in English Composition, Literature, History, and Political Science no Office or Division recommended an employee for Agency sponsorship. On the other hand, AU courses attracted some employees engaged in self-improvement, although all three courses were offered in response to a specific ORR need with justifiable Agency sponsorship. The number of sponsored students in AU and GWU economics and statistics classes made it possible for self-improvement registrants to be assured instruction in these subjects at Headquarters.

The third conclusion which can be drawn is that interest and need within the Agency in the general field of business administration and accounting do not appear to warrant continued offerings of these subjects. In this semester Investments and Introductory Accounting were dropped because of insufficient enrollment. OTR is still ready to arrange courses in these fields whenever it can guarantee a minimum enrollment, normally 12 students. This was done during the last semester when a business

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administration course, Transportation, was given, largely due to a requirement from the Office of Logistics. And, of course, subjects not taught within CIA can be taken elsewhere under GWU auspices at the same reduced fees charged for the off-campus courses at Langley; this is the procedure necessarily followed by non-overt Agency employees to whom Headquarters courses are denied. More covert employees than ever before have consulted Registrar Staff catalogues and brochures in anticipation of the current semester.

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Some of the boys in Norbert Wiener's cybernetics lab at MIT--so the story goes--got playful and assembled an electronic gizmo which plays tick-tack-toe. The gizmo turned out to be unbeatable; it made no mistakes. It could be played to a draw, but let its human opponent make any mistake and the machine would win.

Of course, even the least fallible of humans will tire. For all of us and our machine-lashed psyches, therefore, let me salute the unknown and perhaps legendary hero who, either whimsically or moved by an impulse as deep as the will to survive, attached to the gizmo a lever for bringing down the odds. When the human player has been sufficiently affronted by the gizmo's 100-percent efficiency, he can pull the lever toward him and reduce the gizmotic grasp of the situation to 98 percent or to whatever mechanical IQ level, right down to idiocy, will give the human player a chance.

May no engineer in all of time lose sight of that lever, of its powers and its possibility of eternal hope, as he designs the boxes and blinking eyes that seem ready to entrap all our fallible future in their calculating but

CPYRGHT

incalculable perfection. (John Ciardi, SATURDAY REVIEW, 17 November 1963)

## THE FACTS ABOUT

# NON-AGENCY TRAINING

On any given day, several hundred CIA employees are studying in some non-CIA program. Their study may be full-time or part-time; it may be at a university in the Washington area or at almost any other university in the country; it may be in the training program of another government agency; it may be overseas.

Agency regulations entrust to the Director of Training the responsibility for "approval and arrangement of training at authorized non-CIA facilities." His duties include insuring that Agency employees have the knowledge and technical skill to carry out the general and specific functions of CIA....a broad assignment, involving such special fields as economics, science, the languages and environments of foreign areas, the tradecraft of an intelligence organization, clerical and administrative skills, communications skills, executive development, intelligence research, and many others. The Agency's training requirements would strain the facilities of any university; obviously, neither OTR nor the other Agency components which conduct formal courses can fill all of them.

OTR does give the tradecraft courses--what university offers, for example, countersabotage or basic paramilitary? Nor is it limited to this type of course.... many languages and other skills are taught inside the Agency (see the OTR Catalogue). But a point is reached



where it becomes uneconomical or impractical to teach inside and students are sent out for training in other government agencies, or to courses in universities or programs run by public institutions (Brookings, AMA, etc.) and private industry.

The Government Employees Training Act (GETA) says in effect that good government requires trained people. It sets up standards as to where this training should take place. If feasible, according to the GETA, the training should be given inside the agency or department. Meeting this requirement, CIA finds it feasible to give many courses, as mentioned. Some, however, would scarcely be practicable, either because of expense or for other reasons. The Agency, for example, may need one of its employees trained in nuclear medicine or another in radio astronomy. It would obviously be impractical to build the installations required for such courses. Many more subjects far more prosaic cannot be taught inside.

Hence, the Agency farms out some of its training. In accord with the GETA, the first place it looks is at other government departments. Do they offer a course in what is needed? Frequently, the answer is affirmative. FSI, for example, offers many language and area courses. The Army offers courses in chemical, bacteriological, and radiological warfare, the Air Force gives training in missiles and weapons, the Civil Service Commission has courses in automatic data processing. Often, however, no government department can fill Agency training needs and it becomes necessary to go outside government. Again following the standards set by the GETA, we look first to private or public institutions wholly or partly financed by the government. If, for example, Georgetown University has a course in Arabic set up for and funded by the Air Force, we would normally choose that course over an Arabic course not financed by some government department.

In the event that the training needed is not available at a government-funded institution, the course desired may be taken elsewhere--potentially opening for consideration all universities and places of study in this country and abroad. CIA employees are currently studying under

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Agency sponsorship at 19 U.S. universities and one foreign school. Some are in special training tailored to equipment being developed for CIA. Some go for extended courses, occasionally in excess of a year. Most attend shorter programs to gain a specific skill or fill out previous training or education. Many attend brief workshop-type courses or seminars lasting only days or weeks.

Need is the central criterion in determining who gets external training--not the need of the individual and his personal interests, but Agency need. CIA will not send an employee to college to earn a degree merely for the sake of the degree. But if the Agency needs a specific skill and the individual selected to go out to learn it earns a degree in the process, as a by-product, there is neither Agency objection nor prohibition by the GETA.

Some components of the Agency are in a position to plan and staff out future training for their employees. This is more likely to be true of those components involved in research and analysis work; they are more likely to be able to foresee future requirements than components whose work is mainly short-range and subject to sudden changes in requirements. These offices are frequently unable to plan long-range educational career development, but they have accepted such planning as a goal and are working toward it. For example, if the Agency decides to install a new computer, ADPD needs men trained in the use of that computer immediately. Perhaps not as obviously, ADPD also needs people more deeply trained, prepared to understand computer principles, to plan the applications of these new machines and to foresee their limitations...hence, long-range training is also required to prepare for future needs and opportunities.

Where does external training take place? Most of the longer courses are taken in U.S. universities. When a need for a particular course or for full training becomes apparent and external training is decided upon, the educational field is canvassed and one university or other type institute chosen. The choice may be based on the reputation of the school or of the faculty, on previous good experience with the course or school, on location (travel expense is to be avoided if possible), on cover or security

factors. The circumstances of the one to be trained are involved in the choice: is the course full-time or part-time, can he be spared from his desk full-time, would travel involve moving his family; his level of education; are there cover or operational problems. Or, a university may be chosen not because it has the best reputation but because it is engaged in government-sponsored research in the field in which training is desired.

Short courses, workshops, seminars are also given in U. S. universities, but more commonly by other institutions such as the Brookings Institution and the American Management Association, and by commercial firms. Brookings may be giving a two-week seminar for federal executives, AMA may offer special management training; the big electronic firms usually have training courses open to those who use their equipment. In some cases Agency trainees are able to get on-the-job training by working along with the company's technicians in developing machines with special applications to Agency work.

You would expect any large use of external training to be expensive. And the Agency uses a large amount of external training, demonstrating CIA determination to qualify its people to perform all necessary functions. Some examples: Tuition for 10 months study of Japanese at FSI is \$2288; a follow-up year at the FSI school in Tokyo costs \$7670, including travel. A 10-week language program at Cornell costs \$1700 including travel expenses. The cost of a six-week management seminar at Cornell is \$2500 including travel. Ampex Corporation charges \$200 for a four-week course in its equipment; travel costs raise the total to \$1000. Tuition for a two-week course at Brookings is \$500. Two weeks spent at the University of California studying space optics costs the Agency \$850; two weeks at the University of Michigan on the mechanics of vibration costs \$570. American University charges \$225 for attendance at its Transportation Institute. IBM doesn't charge tuition for its five-day courses, but travel to the Poughkeepsie training site comes to \$186. The Harvard Program for Management Development costs \$2500, plus travel expenses. Tuition for academic courses at local universities averages \$35 per semester hour. There is no tuition for some

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courses; for example, Army's three-week management course, and FSI's 12-week Mid-Career Course in Foreign Affairs.

Each Agency component presents to OTR a list of its external training requirements for the fiscal year. OTR assigns cost figures to these requirements and thus prepares an operating budget estimate for external training. Within the limitations of funds actually approved to honor these estimates, the requesting offices may have to make adjustments and establish priorities. Acting as bursar, after budget approval, OTR then approves the properly endorsed requests, and the necessary bills may be paid for all or part of the external training. Through the External Training Branch of its Registrar Staff, OTR also furnishes to the student in an outside training program whatever support and information he may need before departure and during the course.

There are two main demands made on the student going outside the Agency for training: that he perform creditably while in training, and that he prepare a report on his training and experiences.

There is a training opportunity in every field of Agency interest. Arrangements can be made for any training needed by the Agency, granted recognition of the need and a decision to meet it with the necessary funds. Somewhere, preferably inside the Agency, there is a course of study or other form of training which will answer the requirement--or one can be developed.

# EXTERNAL PROGRAMS

FSI LANGUAGE CLASSES 1963	Arabic	3 Sept	(24 weeks)
	Bulgarian	3 Sept	(44 weeks)
	Burmese	3 Sept	(24/44 weeks)
	Cambodian	3 Sept	(24/44 weeks)
	Chinese	3 Sept	(24/44 weeks)
	Finnish	3 Sept	(24/44 weeks)
	French	20 May	(16 weeks)
		17 June	(16 weeks)
		15 July	(16 weeks)
		12 Aug	(16 weeks)
9 Sept		(16 weeks)	
7 Oct		(16 weeks)	
4 Nov		(16 weeks)	
2 Dec		(16 weeks)	
30 Dec	(16 weeks)		
German	15 July	(16 weeks)	
	9 Sept	(16 weeks)	
	4 Nov	(16 weeks)	
	30 Dec	(16 weeks)	
Greek	3 Sept	(24/44 weeks)	

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Hebrew	25 Nov	(24/44 weeks)
Hindi/Urdu	3 Sept	(24/44 weeks)
Hungarian	3 Sept	(44 weeks)
Indonesian	3 Sept	(24/44 weeks)
Japanese	3 Sept	(24 weeks)
Korean	3 Sept 25 Nov	(24/44 weeks) (24 weeks)
Persian	3 Sept 25 Nov	(24/44 weeks) (24 weeks)
Polish	3 Sept	(44 weeks)
Rumanian	3 Sept	(44 weeks)
Russian	3 Sept	(44 weeks)
Serbo-Croatian	8 July 3 Sept	(24 weeks) (24/44 weeks)
Spanish	20 May 17 Jun 15 Jul 12 Aug 9 Sept 7 Oct 4 Nov 2 Dec 30 Dec	(16 weeks) (16 weeks) (16 weeks) (16 weeks) (16 weeks) (16 weeks) (16 weeks) (16 weeks) (16 weeks)
Swahili	3 Sept	(26 weeks)
Thai	3 Sept	(24/44 weeks)
Turkish	8 Jul 3 Sept	(24 weeks) (24/44 weeks)
Vietnamese	8 Jul 3 Sept	(24 weeks) (24/44 weeks)

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**INFRARED SPECTROSCOPY** Massachusetts Institute of Technology will offer two short courses on infrared spectroscopy during the summer of 1963. Techniques of Infrared Spectroscopy will be given 17-21 June; Applications of Infrared Spectroscopy, 24-28 June.

The techniques course will consist of 30 hours of lecture and laboratory work, designed to give both theoretical and practical knowledge of the fundamental optics of infrared spectrometers. The course will include factors determining design, performance, qualitative and quantitative analysis, and techniques for sample preparation. The applications course will be devoted to lectures and group practice on interpretation of spectra, group frequencies, and integration of intensities and applications to the solution of chemical research problems.

**SUMMER ENGINEERING SEMINARS** Every summer The Pennsylvania State University offers a number of seminars to help keep engineers up to date technologically. The schedule for summer 1963 is:

9-14 June	Introductory Computer Programming
9-14 June	Introduction to Continuum Mechanics
9-14 June	Viscoelastic Behavior of Plastics
16-21 June	Dislocation and Mechanical Properties
16-21 June	Nonlinear Theories of Continuum Mechanics
23-28 June	Basic R&D Management Development
21-26 July	Underwater Acoustics--Group I
28 Jul-2 Aug	Underwater Acoustics--Group II

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**INTENSIVE LANGUAGE COURSES SUMMER 1963**      Columbia University

10-28 June      French (Elem I&II; Inter I&II)  
German (Inter I&II)  
Italian (Elem I)  
Spanish (Elem I&II; Inter I&II)

12-30 Aug      French (Elem II, Inter I&II)  
German (Elem II)  
Italian (Elem II, Inter II)  
Spanish (Elem II; Inter I&II)

10 June-12 July      Russian (Elem I; Inter I)

15 July-16 Aug      Russian (Elem II; Inter II)

(Regular courses will be offered in Chinese, French, Japanese, Korean, Polish, Portuguese, Russian and Spanish)

Georgetown University

First Session (18 June-25 July) Courses involving 30 hours of training each week (15 class; 15 lab) in Introductory I, Intermediate I, and Advanced in French, German, Russian, and Spanish.

Courses involving 15 hours of training each week (7 1/2 class; 7 1/2 laboratory) in Intro I, Inter I, and Advanced in French, German, Italian, Portuguese, Russian, and Spanish.

Second Session (25 July-30 August) Second parts of courses offered during the First Session.

Yale Summer Language Institute

17 June-23 August      Chinese (Mandarin)--Elem., Inter., Tech., Conversational, Adv. Conversational.



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### Yale (cont.)

Cantonese -- Elem. Spoken  
Japanese -- Elem., Inter.  
Korean -- Elem. Spoken  
Burmese -- Elem., Inter.  
Indonesian -- Elem., Inter.,  
Advanced  
Javanese -- Elem.  
Thai -- Elem., and Inter. or  
Advanced  
Vietnamese -- Elem. and Inter.  
or Advanced

24 June-16 Aug French -- Elem., Inter., Adv.  
German -- Elem., Inter. and Adv.  
Italian -- Elem., Inter. and Adv.  
Portuguese -- Elem., Inter. and  
Advanced  
Russian -- Elem., Inter., and  
Advanced  
Spanish -- Elem., Inter., Adv

ASPA The American Society for Public Administration  
CONFERENCE (ASPA) will hold its 1963 National Conference from  
3 to 6 April at the Statler Hilton Hotel in Washington.  
The Conference will bring together some 1500 con-  
ferees for panels and workshops, luncheon and  
banquet sessions, and Society business meetings.  
ASPA members and guests will discuss administra-  
tive policies and practices in all levels of govern-  
ment and related public service fields. Copies of  
the preliminary program are available in Room  
GC-03, extension 5517.

### NATIONAL SECURITY AWARD

According to an announcement in SCIENCE, 4 Jan-  
uary 1963, authors of book-length manuscripts on  
problems of national security--including economic,  
political, ideological, scientific, or diplomatic  
aspects--are eligible for the \$2500 Mershon award  
sponsored by Ohio State University. The winning  
paper will be published by the University Press,  
and royalties will be paid to the author. Manuscripts  
should be sent to Mershon Committee, Ohio State

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University Press, 164 W. 19 Avenue, Columbus 10,  
Ohio. Deadline for receipt of completed work is  
1 April 1963.

ADP Prentice-Hall's Science and Engineering Quarterly  
MANUALS Book Bulletin, volume III, no. 7, lists the following  
new manuals:

COBOL (Common Business Oriented Language)  
A Self Instructional Programmed Manual by  
James A. Saxon

PROGRAMMING THE IBM 7090 A Self Instruc-  
tional Programmed Manual by James A. Saxon

PROGRAMMING THE IBM 1401 A Self Instruc-  
tional Programmed Manual by James A. Saxon  
and William S. Plette

PROGRAMMING THE IBM 1620 by Clarence B.  
Germain

Another book in the ADP field, THE LOGIC DESIGN  
OF TRANSISTOR DIGITAL COMPUTER, by Gerald A.  
Maley and John Earle, will be published in March  
1963. Emphasis is on the important NOR and NAND  
Circuit Connectives and the techniques for using NOR  
and NAND logic.

LOAN PUBLICATION PUBLIC ADMINISTRATION AS A FIELD OF STUDY  
IN THE UNITED STATES by Thomas J. Davy,  
Assistant Director of the Fels Institute of Local and  
State Government, University of Pennsylvania. This  
is the keynote address delivered at a 2-day colloquium  
commemorating the 25th anniversary of the Institute.  
To borrow this item, call extension 5517.

PROFESSIONAL 4-6 April  
MEETINGS

Society for International Development,  
New York (Lloyd N. Newman, Howard  
Chase Associates, 1270 Ave. of the  
Americas, New York 20, N. Y.)

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- 17-20 April    American Geophysical Union, Annual,  
Washington, D. C. (AGU, 1515  
Massachusetts Avenue, N. W., Washing-  
ton 5, D. C.)
  
- 14-19 May     Conference on Mass Spectroscopy, San  
Francisco (N. D. Coggeshall, Gulf  
Research and Development Company,  
P. O. Drawer 2038, Pittsburgh 30, Pa.)
  
- 24-27 June    International Conference on Nuclear  
Structure, Stanford, Calif. (Prof.  
Robert Hofstadter, Dept. of Physics,  
Stanford University, Stanford, Calif.)
  
- 15-30 August International Association of Meterology  
and Atmospheric Physics, Berkeley,  
Calif. (Dr. W. L. Godson, Meterol-  
ogical Office, 315 Bloor St. W.,  
Toronto 5, Canada)
  
- 19-21 August Cryogenic Engineering Conference,  
Boulder Colorado (Klaus D.  
Timmerhaus, Conference Secretary,  
Chemical Engineering Dept., Univer-  
sity of Colorado, Boulder, Colo.)

**EXECUTIVE DEVELOPMENT FOR FEDERAL ADMINISTRATORS** The 7th annual Summer Institute in Executive Develop-  
ment for Federal Administrators, conducted by the  
Center for Programs in Government Administration  
at the University of Wisconsin, will be held 8 July-  
16 August 1963. The Institute is a six-week block  
of integrated study, permitting enrollment in units  
of two, four or six weeks. The core of each unit is a  
30-hour morning seminar, aspects of which are  
amplified by special afternoon support sessions.

The Center, formerly at the University of Chicago,  
relocated to the University of Wisconsin in October  
1962. It is headed by Bernard J. James, Director,  
and Kenneth K. Henning and Robert W. Shortreed,  
Associate Directors.

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EXTERNAL PROGRAMS

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The schedule of seminars is:

8-19 July	Unit I, Innovation and Planned change in Administrative Systems
22 July-2 August	Unit II A, Policy and Decision- making in Modern Organization
22 July-2 August	Unit II B, The Structure and Dynamics of Complex Administra- tive Organization
5-16 August	Unit III, Administrative Human Relations and Executive Leader- ship

Requests to attend any of the units must go through the Deputy Director of the candidate's component. The candidate must also have completed the Agency's Management Course.

CIVIL SERVICE A lecture on the role, history, organization, and activities of the U.S. Civil Service Commission will be given on the following dates, 10 a.m. till noon: 7 and 21 March; 4 and 18 April; 2, 16, and 28 May.

For arrangements to attend, call [REDACTED] extension 5517, at least two weeks before the scheduled date.

25X1A

## SCHEDULES OF OTR COURSES

Registration for headquarters courses closes  
Wednesday before the Monday the course begins.

Courses marked with an asterisk are given  
away from headquarters; registration closes  
two weeks in advance.

ADMINISTRATIVE PROCEDURES (Ft-120 hrs)	6 May - 24 May
ANTICOMMUNIST OPERATIONS (Pt-80 hrs)	13 May - 7 Jun
AREA COURSES AAOs scheduled directly with AT Faculty x3477. See page 2 for description and list of AAOs.	
BUDGET AND FINANCE PROCEDURES (Ft-80 hrs)	29 Apr - 10 May
CABLE REFRESHER (Pt-4 1/2 hrs)	Scheduled on Request
CIA INTRODUCTION (Pt-3 hrs)	Scheduled on Request
CIA REVIEW (Pt-2 hrs)	9 Apr 14 May 11 Jun

11 Mar - 15 Mar

CLANDESTINE SERVICES REVIEW 17 Jun - 26 Jun  
(Ft-64 hrs)

CLERICAL REFRESHER (Pret 14 Mar) 18 Mar - 12 Apr  
(Pt-20-30 hrs) (Pret 18 Apr) 22 Apr - 17 May  
(Includes Typing, Shorthand, English Usage)

COMMUNISM--INTRODUCTION 1 Apr - 12 Apr  
13 May - 24 May  
24 Jun - 5 Jul

COMMUNIST PARTY ORGANIZATION 15 Apr - 10 May  
AND OPERATIONS (Pt-80 hrs)

CONFERENCE TECHNIQUES 22 Apr - 29 May  
(Pt-24 hrs)

COUNTERINSURGENCY PROGRAM 27 May - 7 Jun  
PLANNING (Ft-80 hrs)

COUNTERINTELLIGENCE 25 Mar - 5 Apr  
FAMILIARIZATION (Ft-80 hrs) 13 May - 24 May

22 Apr - 10 May

1 Apr - 19 Apr

In the fall

25X1C

DEPENDENTS BRIEFING  
(Pt-6 hrs) 2 Apr - 3 Apr  
7 May - 8 May  
4 Jun - 5 Jun

EFFECTIVE SPEAKING  
(Pt-24 hrs) 11 Mar - 17 Apr

INFORMATION REPORTS  
FAMILIARIZATION (Pt-40 hrs) 29 Apr - 10 May

INFORMATION REPORTING, REPORTS &  
REQUIREMENTS (Ft-120 hrs) 1 Apr - 19 Apr  
3 Jun - 21 Jun

INSTRUCTOR TRAINING  
(Ft or Pt) Scheduled on  
Request

INTELLIGENCE-INTRODUCTION  
(Ft-80 hrs) 18 Mar - 29 Mar  
29 Apr - 10 May  
10 Jun - 21 Jun

INTELLIGENCE REVIEW  
(Ft-80 hrs) 8 Apr - 19 Apr

LANGUAGE COURSES listed at end of section.

MANAGEMENT: \*Seminar in Mgmt 6 Jun - 14 Jun  
Practices (Ft-64 hrs) GS-14 and above

22 Apr - 18 May

25 Mar - 26 Apr

27 May - 28 Jun

SUPERVISION (BASIC) GS-5-10 6 May - 17 May  
(Pt-40 hrs)

USSR BASIC COUNTRY SURVEY 22 Apr - 3 May  
(Ft-80 hrs)

WRITING WORKSHOPS  
(Pt-27 hrs)

BASIC 13 May - 6 Jun  
INTERMEDIATE 12 Mar - 4 Apr  
INTERMEDIATE (DDS only) 14 May - 6 Jun  
ADVANCED 12 Mar - 4 Apr  
DDS (GS-15 & above) 12 Mar - 4 Apr

Correspondence: Register at any time.

Pretests for Intermediate and Advanced are held  
on the last Monday of each month.

Language instruction is listed as RSW (Reading,  
Speaking, and Writing), RW (Reading and Writing),  
and as R (Reading).

#### FRENCH

Basic RSW pt PH III 10 wks 25 Mar - 31 May  
Intermediate RSW pt PH I 10 wks 10 Jun-16Aug  
Basic R pt 10 wks 25 Mar - 31 May  
Workshop R pt 10 wks 10 Jun - 16 Aug  
Seminar RSW pt 10 wks 10 Jun - 16 Aug

#### GERMAN

Basic RSW ft 20 wks 18 Mar - 2 Aug  
Intermediate RSW ft 10 wks 25 Mar - 7 Jun

#### ITALIAN

Basic RSW pt PH III 10 wks 25 Mar - 31 May  
Intermediate RSW pt PH I 10 wks 25 Mar-31 May  
PH I 10 wks 10 Jun - 16 Aug  
PH II 10 wks 10 Jun - 16 Aug

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COURSE SCHEDULE

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ITALIAN (cont.)

Basic	R	pt	10 wks	25 Mar - 31 May
Workshop	R	pt	10 wks	10 Jun - 16 Aug

PERSIAN

Basic	RSW	ft	24 wks	25 Mar - 6 Sep
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RUSSIAN

Familiarization	pt	12 wks	6 May - 26 Jul
Basic	RSW	pt PH I	20 wks 18 Mar - 2 Aug
		PH II	20 wks 18 Mar - 2 Aug
		PH III	20 wks 18 Mar - 2 Aug
Intermediate	RSW	pt PH I	20 wks 25 Mar - 9 Aug
Intermediate		Sci. & Tech	
	R	pt PH II	17 Jun - 27 Sep
Intermediate		Econ. & Polit.	
	R	pt 15 wks PH II	17 Jun - 27 Sep
Intermediate		Interpreter	
	pt	15 wks	24 Jun - 4 Oct
Advanced	Interpreter	pt 15 wks	24 Jun - 4 Oct
Intermediate		Refresher	RSW
	pt	15 wks	17 Jun - 27 Sep
Intermediate		Refresher	R
	pt	15 wks	17 Jun - 27 Sep

SPANISH

Basic	RSW	pt PH III	10 wks 25 Mar - 31 May
Intermediate	RSW	pt PH II	
		10 wks	25 Mar - 31 May
		PH I	10 wks 10 Jun - 16 Aug
Basic	R	pt 10 wks	25 Mar - 31 May
Workshop	R	pt 10 wks	10 Jun - 16 Aug

Tutorial instruction can be arranged by calling  
[REDACTED] x2873.

25X1A

## OFFICE OF TRAINING DIRECTORY

Director of Training  
Deputy Director of Training

Matthew Baird

1D-0418 7211  
1D-0418 7211

**SCHOOLS** Intelligence School  
Briefing Officer  
School of International Communism  
Language and Area  
Language  
Tutorial 25X1A  
Vol. Program  
Area  
Operations

1D-0011 5963  
1D-0023 5941  
1D-1617 7371  
2206 A. T. 3065  
2206 A. T. 2873  
2206 A. T. 2873  
2206 A. T. 2470  
2210 A. T. 3477  
GD-5321 5191

**STAFFS** Junior Officer Program  
Plans and Policy  
Educational Specialist  
Registrar  
Deputy Registrar  
Admissions & Information  
External Training  
Support

1D-0009 6093  
1D-0410 6044  
1D-0423 6044  
GC-03 5513  
GC-03 5513  
GC-03 5517  
GD-2603 5231  
1D-0420 7214

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DIRECTORIES

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# DIRECTORY OF AGENCY TRAINING OFFICERS

		25X1A		
SENIOR TRAINING OFFICERS	DDI		7E-32	5277
	DDP		3C-29	7327
	DDR		3E-14	6561
	DDS		7D-02	7726
TRAINING OFFICERS	DCI		7D-6019	5678
	O/DCI			
	IG			
	Audit			
	Comptroller		6E-69	5139
	General Counsel		7D-07	7531
	DDI		7E-32	5151
	O/DDI			
	OCR			
	ORR			
	ONE			
	OCI			
	OSI			
	OBI			

STATSPEC

25X1A

OO  
CONTACT

NPIC

DDS  
ADP Staff  
Communications

Logistics

Medical

Personnel

Security

Training

DDR  
OEL  
OSA

25X1A

402 1717 H	3033
506 1717 H	2747
414 1717 H	2926
304 1717 H	2638
1N 427	3669

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25X1A	2308
GA-08	6438
GA-08	6438
1311 Qtrs Eye	2596
1311 Qtrs Eye	2596
1D-4044	7792
1D-4044	7792
5E-56	6772
5E-56	6772
4E-71	7661
4E-71	7661
GC-03	5513

3E-14	6561
6B-40	7206

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